

Lyndale Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lyndale Elementary School
Street	13901 Nordyke Drive
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7900
Principal	Paula McHale Alli
E-mail Address	paula.alli@arUSD.org
Web Site	www.arUSD.org/Domain/190
CDS Code	43-69369-6046221

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Description and Mission Statement (School Year 2016-17)

Our mission is that all students will succeed in mastering the Common Core State Standards for their grade level, achieve to their fullest potential in their future endeavors, develop into confident and caring citizens, and apply their knowledge to everyday life situations. We believe all students can attain 21st century skills and be prepared for success in college and careers. We believe that all students are capable of learning and becoming contributing members of our global society.

Lyndale Elementary School is the hidden gem of the Alum Rock Union Elementary School District. It is a beautiful and spacious campus where we offer our students an educational program that incorporates Common Core and prepares our students to compete on a global stage. We pride ourselves on a strong academic program that includes music and art. Teacher, parents, and students work together to create a rigorous and engaging learning environment. Our focus is on all children being redesignated on CELDT by the time they enter middle school. We incorporate backwards planning and language supports so our students will score at or above grade level on writing assessments and show yearly improvement on the Smarter Balance Assessment.

We have a positive school climate by believing in a Growth Mindset, incorporating PBIS, and the Lions Laws to Live By. We believe in living Responsibly, Kindly, and Safely. At Lyndale, we BELIEVE in each other and our ability to come to school each day and achieve excellence. We INSPIRE each other to learn and to grow as scholars and future leaders. We RESPECT each other, our school, our world, and ourselves. We CREATE a school that is peaceful, welcoming, and gives all of us a chance to make the world a better place. We are dedicated in helping all our children succeed.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	80
Grade 1	50
Grade 2	71
Grade 3	83
Grade 4	72
Grade 5	71
Total Enrollment	427

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	5.9
Filipino	4.2
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.5
White	0.9
Two or More Races	0.2
Socioeconomically Disadvantaged	95.3
English Learners	60.7
Students with Disabilities	9.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	26	19	496
Without Full Credential	0	0	1	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	72.0	28.0
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016- Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lyndale School was built in 1960. School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

Lyndale School completed its partial renovation during the 2010 summer. The renovation included installing air conditioning and heating in all rooms and cafeteria, installing new picnic tables, installing new perimeter fencing and gates, and redesigning and landscaping the parking areas and school approach. The upgrades in 2010 have made Lyndale's presence in the neighborhood welcoming and inviting. During the 2016-16 school year the fibar under the play equipment in the Kindergarten playground was refreshed. The 1st-5th grade playground fibar and the wooden borders for both play areas need be replaced and/or refreshed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	24	38	34	39	44	48
Mathematics	19	23	25	30	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	43.4
	4	72	72	100.0	29.2
	5	70	70	100.0	41.4
Male	3	41	40	97.6	37.5
	4	39	39	100.0	28.2
	5	39	39	100.0	33.3
Female	3	43	43	100.0	48.8
	4	33	33	100.0	30.3
	5	31	31	100.0	51.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	72	72	100.0	43.1
	4	64	64	100.0	26.6
	5	64	64	100.0	42.2
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	78	77	98.7	41.6
	4	68	68	100.0	29.4
	5	69	69	100.0	40.6
English Learners	3	47	47	100.0	31.9
	4	39	39	100.0	20.5
	5	34	34	100.0	23.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	28.9
	4	72	72	100.0	27.8
	5	70	70	100.0	11.4
Male	3	41	40	97.6	30.0
	4	39	39	100.0	33.3
	5	39	39	100.0	15.4
Female	3	43	43	100.0	27.9
	4	33	33	100.0	21.2
	5	31	31	100.0	6.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	72	72	100.0	29.2
	4	64	64	100.0	26.6
	5	64	64	100.0	10.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
Socioeconomically Disadvantaged	3	78	77	98.7	27.3
	4	68	68	100.0	27.9
	5	69	69	100.0	10.1
English Learners	3	47	47	100.0	23.4
	4	39	39	100.0	23.1
	5	34	34	100.0	2.9
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43	31	35	52	47	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	70	69	98.6	34.8
Male	39	38	97.4	31.6
Female	31	31	100.0	38.7
Hispanic or Latino	64	63	98.4	33.3
Socioeconomically Disadvantaged	69	68	98.6	33.8
English Learners	34	33	97.1	3.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.2	8.7	1.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

At Lyndale we provide many opportunities for parents to participate. This year, the principal and community liaison have taught a class in English and it was followed by an arts and crafts class. We have had a parenting class that culminated in a celebration and certificates for parents. In January, we will start a health class that parents are very enthused about and we will continue with another English class. We have had Back-to-School Night, and will have an Open House in May that will include an Art Show and performances by our Mariachi band and choirs. Parents are involved in School Site Council, ELAC, and once a month Parent Coffees. We have parents attending DELAC and DAC meetings at the district. A newsletter in English and Spanish is sent home one to two times a month and we have frequent updates via parent link. We will have a Science Night, a Literacy Night and a Math Night planned for later in the school year. Lyndale is part of the Visual and Performing Arts (VAPA) cluster and there are two showcases a year. We have a long standing tradition of parents coming to school for lunch with their students. On rainy days, tables are set aside for parents in the cafeteria. We take pride in having an office that is always welcoming and open to parents.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.4	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Lyndale School is diligent in maintaining a safe environment for students, families, and staff. To maintain safety during the school day, all perimeter gates are locked during class times and visitors are required to check-in at the Lyndale School office. School staff monitors the school grounds throughout the school day. The school grounds and playground are well-supervised by staff before, during, and after school. To ensure playground safety at noontime, the district provides additional yard duty supervisors. The school custodians efficiently keep the school's campus free of litter and debris, the cafeteria tables and floors scrubbed, and the classrooms and restrooms clean and ready for student use.

During the summer of 2010, the number of handicap access ramps and parking spaces were increased making the school more accessible to its handicapped students and adults. New fencing and gates were also installed around the perimeter of the school, making the campus less available to late night and weekend graffiti and vandalism.

Lyndale Elementary School has a very detailed, comprehensive School Safety Plan that is revised and updated for each school year. The plan was Board approved in February 2013. The Safety Plan outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is reviewed annually by the Lyndale School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills (earthquake, fire, safety) are calendared and completed, and the results are shared with the staff. The plan provides for training in health and safety, emergency procedures, Code Red/Lock Down Training, first aid and communication, dealing with blood- borne pathogens, and child abuse and neglect. Lyndale School continues to use the established procedures to evaluate and educate the school's staff and students in their ability to respond efficiently and effectively to emergencies and/or disasters.

The Lyndale Safety Plan contains comprehensive protocols for safety/emergency drills, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	4		20	1	3		20	4		
1	22		3		21		3		22	2.5		
2	21	1	2		21		4		23	2.5		
3	22		5		21	2	2		24	3.5		
4	28		3		34			2	30	2.5		
5	31		3		33		1	2	30	2.5		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,336	\$2,407	\$6,929	\$77,343
District	N/A	N/A	\$6,466	\$70,088
Percent Difference: School Site and District	N/A	N/A	7.2	10.4
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	29.6	6.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Lyndale Elementary School provides the following categorically funded services to enable under-performing students to meet standards:

The San Jose City After-School Program provides homework support and after-school care

Little Heroes provides structured and instructed game time, build leadership with fourth and fifth graders, encourage responsibility, and peer cooperation through physical activity

There is training for teachers in differentiated instructional practices in the areas of reading and math and is offered in order to meet specific needs of students performing below proficiency levels

A Title I Instructional Coach serves as a resource to classroom teachers to provide best practices and teaching strategies to meet the needs of students scoring below the 30th percentile

Staff training and updating of technology which supports teachers in raising the level of achievement of our students scoring below proficiency levels

School subscriptions to online educational resource programs such as RAZ Kids and Accelerated Reader

Analysis of data by our teachers, in collaboration with our Title I Instructional Coach, to monitor the progress of our at-risk students and our English learners in order to recommend changes in teaching strategies in cases where students fall behind.

Parent workshops relating to parenting, student academic success, English language classes, and student and family health class

Substitute teachers, allowing classroom teachers to attend trainings, meet collaboratively, and observe model lessons

Library books and library time and related materials to facilitate learning and to enrich the curriculum

Student field trips and assemblies

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,684	\$44,573
Mid-Range Teacher Salary	\$75,792	\$72,868
Highest Teacher Salary	\$88,464	\$92,972
Average Principal Salary (Elementary)	\$106,896	\$116,229
Average Principal Salary (Middle)	\$112,241	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$185,000	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Lyndale's primary area of focus for staff development for 2016/2017 is on implementing the new Benchmark/Advance language arts program and the second year of implementation of the math program eVision. We also focus on our second language learners. The Instructional Leadership Team used student achievement on the SBAC and on the CELDT to determine our focus. Professional development is delivered at faculty meetings and at opportunities provided by the district.

Teachers are supported through grade level collaborations and district meetings.

The staff development plan is coordinated by the district Curriculum and Instruction Department in accordance with district and site priorities. Two staff development days at the beginning of the school year were used to inservice new and returning teachers on Benchmark Advance the newly adopted language arts curriculum. Additional staff development was conducted throughout the year after school. The principal and instructional coach provided staff development opportunities for the Lyndale staff on several occasions.

Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training and countywide conferences, teachers were encouraged to attend inservices that promote best practice strategies in both literacy and mathematics. Both teachers and administrators were offered training in the following areas: Benchmark Advance, enVision Math, Constructed Meaning, a TKPLC, Guided Reading, Technology, Guided Reading, Read Well and Language Live.